

THE IMPACT OF PROBLEM BASED LEARNING (PBL) AND SELF-ACTUALIZATION ON STUDENTS' SPEAKING SKILL

(An Experimental Study at the Second Semester of Uniska Kediri in the
Academic Year of 2014/2015)

Thesis



By:

Citra Kurnia Devie
NIM. S891402015

Submitted to Fulfill One of the Requirements to Obtain
the Graduate Degree in English Education

ENGLISH EDUCATION
GRADUATE PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

2015

APPROVAL

THE IMPACT OF PROBLEM BASED LEARNING (PBL) AND SELF-ACTUALIZATION ON STUDENTS' SPEAKING SKILL

(An Experimental Study at the Second Semester of Universitas Islam Kediri
Kediri in the Academic Year of 2014/2015)

By:
Citra Kurnia Devie
NIM. S891402015

This thesis has been approved by the consultants of English
Education Department of Graduate Program of Sebelas Maret University

Surakarta,2015

Approved by:

Board of Consultant:

Signature

Consultant 1 : Dr. Ngadiso, M.Pd.
NIP. 196212311988031009

.....

Consultant 2 : Dr. Abdul Asib, M.Pd
NIP. 195203071980031005

.....

Acknowledged by
The Head of English Education Department of
Graduate Program of Sebelas Maret University,

Dr. Ngadiso, M.Pd.
NIP. 196212311988031009

LEGITIMATION

THESIS

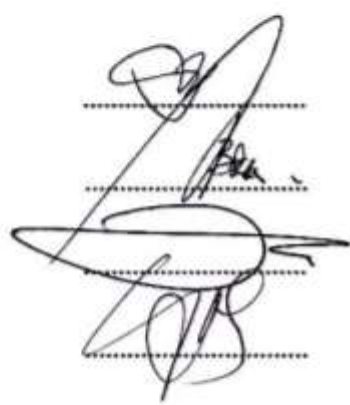
THE IMPACT OF PROBLEM BASED LEARNING (PBL) AND SELF-ACTUALIZATION ON STUDENTS' SPEAKING SKILL

**(An Experimental Study at the Second Semester of Universitas Islam Kediri
Kediri in the Academic Year of 2014/2015)**

By:
Citra KurniaDevie
NIM. S891402015

This thesis has been examined by the Board of Thesis Examiners of
English Education Department of Graduate Program
Teacher Training and Education Faculty of
Sebelas Maret University Surakarta on January 2016

The Board of Examiners:

	Name	Signature
Chairman	Dr. Ngadiso, M.Pd NIP 19621231 198803 1009	
Secretary	Dr. Abdul Asib, M. Pd. NIP 19520307 198003 1005	
Member 1	Dr. Sumardi, M. Hum NIP 19740608 199903 1002	
Member 2	Dr. Sujoko, M.A. NIP 19510912 198003 1002	

The Dean of Teacher Training and
Education Faculty of
Sebelas Maret University



The Head of English Education Department
Graduate School of FKIP
Sebelas Maret University


Dr. Ngadiso, M.Pd
NIP 19621231 198803 1009

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Impact of Problem Based Learning (Pbl) and Self-Actualization on Students’ Speaking Skill (An Experimental Study at the Second Semester of Universitas Islam Kadiri Kediri in the Academic Year of 2014/2015)”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic consequences, including the withdrawal or cancelation of my academic degree.

Surakarta,

Citra Kurnia Devie

ABSTRACT

CITRA KURNIA DEVIE. SS891402015. 2015. **The Impact of Problem Based Learning (Pbl) and Self-Actualization on Students' Speaking Skill (An Experimental Study at the Second Semester of Universitas Islam Kediri in the Academic Year of 2014/2015)**. THESIS. The 1st Consultant: Dr. Ngadiso, M.Pd.; The 2nd Consultant: Dr. Abdul Asib, M.Pd. Program Study English Education Department of Graduate School of SebelasMaret University.

The objective of this study is to reveal whether: (1) Problem Based Learning technique is more effective than Discussion technique to teach speaking; (2) The students having high self-actualization have better speaking skill than those having low self-actualization; and (3) There is an interaction between teaching techniques and students' self-actualization in teaching speaking.

This research applied an experimental study. The research was done in Universitas Islam Kediri (UNISKA) Kediri. The population was the second semester students in the academic year of 2014/2015 totally consisting of 80 students. The sampling used was cluster random sampling. The samples were 40 students where 20 students were in the experimental class (2.B1) and 20 students were in the control class (2.B2). Students in each class were categorized into two groups: students having high and low self-actualization. The instruments used were self-actualization questionnaire and speaking test which were designed by the researcher. Before being applied, those instruments had been tried out to know the readability of the test instruction, the validity and reliability of self-actualization questionnaire. The data obtained were analyzed using ANOVA 2x2 and continued by using TUKEY test.

The result of data analysis shows that: (1) Problem Based Learning technique is more effective than Discussion technique to teach speaking; (2) The students having high self-actualization have better speaking skill than those having low self-actualization; and (3) There is an interaction between teaching techniques and students' self-actualization in teaching speaking.

Based on the result of the research, some suggestions can be considered by the teachers, the students, and the next researchers. Those suggestions are related to the clarity of teacher's instructions, students' bravery to ask, and the usage of another Problem Based Learning teaching step by the researchers. By considering the suggestions, it is hoped that any deviation of the result of the next research can be minimized.

Keywords: *Problem Based Learning technique, Classroom Discussion technique, speaking, self-actualization, experimental study*

ABSTRAK

CITRA KURNIA DEVIE. S891402015. 2015. **Dampak Teknik Problem Based Learning dan Aktualisasi Diri pada Kemampuan Speaking Siswa (Studi Eksperimen pada Semester Dua Universitas Islam Kadiri Kediri Tahun Akademik 2014/2015)**. TESIS. Pembimbing 1: Dr. Ngadiso, M.Pd.; Pembimbing 2: Dr. Abdul Asib, M.Pd. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Sebelas Maret.

Tujuan dari penelitian ini adalah untuk mengungkap apakah: (1) *Problem Based Learning technique* lebih efektif daripada *Discussion technique* untuk mengajar *speaking*; (2) Mahasiswa yang memiliki tingkat aktualisasi diri tinggi memiliki kemampuan *speaking* yang lebih baik dari pada mahasiswa yang memiliki tingkat aktualisasi diri rendah; dan (3) ada sebuah interaksi antara teknik mengajar dan aktualisasi diri mahasiswa dalam pengajaran *speaking*.

Penelitian ini mengaplikasikan penelitian eksperimen dan telah dilakukan di Universitas Islam Kadiri (UNISKA) Kediri. Populasi penelitian adalah mahasiswa semester dua tahun akademik 2014/2015 yang seluruhnya berjumlah 80 mahasiswa. Pengambilan sampel menggunakan *cluster random sampling*. Sampel penelitian berjumlah 40 mahasiswa di mana 20 mahasiswa berada dalam kelas eksperimen (2.B1) dan 20 mahasiswa berada dalam kelas control (2.B2). Mahasiswa di masing-masing kelas kemudian dikategorikan dalam dua grup: mahasiswa yang memiliki tingkat aktualisasi diri tinggi dan rendah. Instrumen yang digunakan meliputi angket aktualisasi diri dan tes berbicara yang telah dirancang oleh peneliti. Sebelum diterapkan, kedua instrument tersebut telah diujicobakan terlebih dahulu pada kelas lain untuk mengetahui keterbacaan pada instruksi tes dan validitas dan reliabilitas pada angket. Data yang diperoleh dianalisis menggunakan ANOVA 2x2 dan dilanjutkan dengan uji TUKEY.

Hasil analisis data menunjukkan bahwa: (1) *Problem Based Learning technique* lebih efektif daripada *Discussion technique* untuk mengajar *speaking*; (2) Mahasiswa yang memiliki tingkat aktualisasi diri tinggi memiliki kemampuan *speaking* lebih baik daripada yang memiliki tingkat aktualisasi diri rendah; dan (3) Terdapat interaksi antara teknik mengajar dan aktualisasi diri mahasiswa dalam pengajaran *speaking*.

Berdasarkan hasil penelitian, beberapa saran dapat dipertimbangkan oleh para guru, mahasiswa, dan para peneliti selanjutnya. Saran-saran tersebut berhubungan dengan kejelasan instruksi dari guru, keberanian siswa dalam bertanya, dan penggunaan langkah pengajaran Problem Based Learning lain oleh para peneliti. Dengan mempertimbangkan saran-saran tersebut, diharapkan segala jenis penyimpangan dari hasil penelitian selanjutnya dapat diminimalisir.

Kata kunci: *Problem Based Learning technique, Classroom Discussion technique, speaking, aktualisasi diri, penelitian eksperimental*

MOTTO

DEDICATION

This thesis is dedicated to:

Me myself: Citra Kurnia Devie

My Parents: Noor Fauziyah and Mashur

My siblings: Asa Zukhal

ACKNOWLEDGEMENT

In the name of Allah SWT, the Almighty God, the researcher would like to thank for the mercies and blessings so she can finish this thesis. It is also impossible to finish this thesis without the help of people that the researcher cannot mention one by one.

First and foremost, the researcher sincere thanks to Dr. Ngadiso, M.Pd., the first consultant whose patience, attention, kindness, time, criticism, and correction obviously have helped the researcher to do her best. Thanks also go to Dr. Abdul Asib, M.Pd., the second consultant who has guided and suggested the researcher for the perfection of this thesis.

The researcher's gratitude also goes to The Head of English Education Department of Graduate Program Sebelas Maret University who has allowed the researcher to write this thesis. Besides, she would like to thank to the Dean of Teacher Training and Education Faculty Sebelas Maret University who has kindness and consideration regarding her academic requirement.

Appreciation is also dedicated to the Dean of the Faculty of Teacher Training and Education and the Head of English Department at Universitas Islam Kediri (UNISKA) Kediri for their permission to conduct the research. Thanks also go out to Sri Wulandari, M.Pd who is inter-rater partner in this research. Last but not least, the researcher would like to acknowledge the students at the second semester of English Department of UNISKA Kediri in the academic year of 2014/2015; without their participation, this thesis would never be finished.

In this research, there are many aspects that are needed to be added. Therefore, any criticisms and suggestions will be received in cordiality by sending email to citradevie@gmail.com. In the end, the writer wishes that this thesis is useful for all.

Kediri,

Citra Kurnia Devie

TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
LEGITIMATION FROM THE BOARD OF EXAMINATION	iii
PRONOUNCEMENT	iv
ABSTRACT	v
MOTTO.....	vii
DEDICATION	viii
ACKNOWLEDGEMENT.....	ix
TABLE OFCONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURE.....	xiv
LIST OF APPENDICES	xv
 CHAPTER 1 INTRODUCTION	
A. Background of the Study.....	1
B. Problem Identification.....	6
C. Problem Limitation	7
D. Statements of the Problem	7
E. Objectives of the Study	8
F. Significance of the Study	9
 CHAPTER II LITERATURE REVIEW	
A. Review on Speaking.....	11
1. The Concept of Speaking	11
2. The Indicators of Speaking	14
3. The Types of Speaking	17
4. The Classroom Speaking Activities	19
5. The Problems in Speaking and Their Solutions	24
6. Types of Spoken Test.....	26
B. Problem Based Learning Technique	29
1. The Definition of Problem Based Learning	29
2. The Characteristics of Problem Based Learning.....	31
3. Teaching Procedure of Problem Based Learning.....	37
4. Advantages and Disadvantages	39
C. Discussion Technique	41
1. Definition of Small Group Discussion	41
2. The Mechanism of Leading Small-group Discussion ..	42
3. The Competencies which are developed through Small-Group Discussion.....	48
4. Advantages and Disadvantages	49
5. Roles of Participants in Small-Group Discussion	51
D. Self-actualization	53
1. The Definition of Self-actualization.....	53
2. Maslow's Basic Principles	56

3. The Characteristics of Self-Actualizing people	57
4. Eight Ways to Self-Actualize	61
5. The Importance Self-Actualization in Learning Speaking	62
E. Review of Relevant Studies	64
F. Rationale	66
1. The Difference of Problem Based Learning and Discussion Technique to Teach Speaking	67
2. The Difference Between Students Having High Self-actualization and Those Having Low Self-actualization	68
3. The Interaction Between Teaching Technique and Students' Self-actualization.....	70
G. Hypotheses	72
CHAPTER III RESEARCH METHODOLOGY	
A. Setting and Time of the Research	73
B. Research Method.....	73
C. Research Variables.....	74
D. Population, Sample, Sampling	76
1. Population.....	76
2. Sample	77
3. Sampling.....	77
E. Technique of Collecting the Data	78
1. Self-actualization Test.....	78
2. Speaking Test	80
F. Technique of analyzing the data	83
1. Descriptive Statistics	83
2. Prerequisite Testing.....	85
3. Hypotheses Testing	86
4. Multiple Comparison.....	88
5. Statistical Hypotheses	90
CHAPTER V RESEARCH FINDINGS AND DISCUSSION	
A. Data Description	92
B. Data Analysis	101
C. Testing Hypotheses	102
D. Discussion of the findings.....	106
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION....	
A. Conclusion	115
B. Implication	115
C. Suggestion.....	116
BIBLIOGRAPHY	122
APPENDICES	128

LIST OF TABLES

Table 2.1	Brown's Oral Proficiency Test Scoring Categories	16
Table 3.1	The Time Schedule of the Research	75
Table 3.2	The Diagram of Factorial Design 2x2	76
Table 3.3	Scoring Rubrics for Speaking.....	84
Table 3.4	ANOVA Description	90
Table 4.1	Frequency Distribution of the Speaking Score of the Students Who Were Taught by Using Problem Based Learning Technique (A ₁)	96
Table 4.2	Frequency Distribution of the Speaking Score of the Students Who Were Taught by Using Discussion Technique (A ₂)	97
Table 4.3	Frequency Distribution of the Speaking Score of the Students Who have high self-actualization (B ₁).....	98
Table 4.4	Frequency Distribution of the Speaking Score of the Students Who have low self-actualization (B ₂).....	99
Table 4.5	Frequency Distribution of the Speaking Score of the Students Who have high self-actualization who were taught by using Problem Based Learning technique (A ₁ B ₁)	100
Table 4.6	Frequency Distribution of the Speaking Score of the Students Who have low self-actualization who were taught by using Problem Based Learning technique (A ₁ B ₂)	101
Table 4.7	Frequency Distribution of the Speaking Score of the Students Who have high self-actualization who were taught by using Discussion technique (A ₂ B ₁).....	102
Table 4.8	Frequency Distribution of the Speaking Score of the Students Who have low self-actualization who were taught by using Discussion technique (A ₂ B ₂).....	103
Table 4.9	The Summary of Normality Test Result.....	104
Table 4.10	The Summary of Homogeneity Test Result	105
Table 4.11	The Summary of Mean Scores	106
Table 4.12	The Summary of ANOVA Calculation	106
Table 4.13	The Summary of Tukey Test	108

LIST OF FIGURES

Figure 2.1	Types of Oral Language	20
Figure 4.1	Histogram and Polygon of the Speaking Scores of the Students who were taught by Using Problem Based Learning Technique (A_1)	97
Figure 4.2	Histogram and Polygon of the Speaking Scores of the Students who were taught by Using Discussion Technique (A_2).....	98
Figure 4.3	Histogram and Polygon of the Speaking Scores of the Students who have high self-actualization (B_1).....	99
Figure 4.4	Histogram and Polygon of the Speaking Scores of the Students who have low self-actualization (B_1).....	100
Figure 4.5	Histogram and Polygon of the Speaking Scores of the Students Who have high self-actualization who were taught by using Problem Based Learning technique (A_1B_1)..	101
Figure 4.6	Histogram and Polygon of the Speaking Scores of the Students Who have low self-actualization who were taught by using Problem Based Learning technique (A_1B_2).....	102
Figure 4.7	Histogram and Polygon of the Speaking Scores of the Students Who have high self-actualization who were taught by using Discussion technique (A_2B_1).....	103
Figure 4.8	Histogram and Polygon of the Speaking Scores of the Students Who have low self-actualization who were taught by using Discussion technique (A_2B_2).....	104

LIST OF APPENDICES

Appendix 1	Lesson Plans for Experimental Class	125
Appendix 2	Lesson Plans for Control Class	160
Appendix 3	Blue-Print of Self-actualization Questionnaire	200
Appendix 4	Valididty Test of Self-actualization Questionnaire.....	203
Appendix 5	Readibilty Test of Speaking Test Instruction	211
Appendix 6	The Score of the Students' Speaking Skill.....	213
Appendix 7	Final Speaking Score Based on Self-Actualization Score....	217
Appendix 8	Mean, Mode, Median, and Standard Deviation of Data	218
Appendix 9	Normality Test	230
Appendix 10	Homogeneity Test	238
Appendix 11	Hypothesis Test.....	240
Appendix 12	Tukey Test.....	243
Appendix 13	Research Letter from Pascasarjana FKIP UNS.....	245
Appendix 14	Research Letter from University Islam Kadiri Kediri.....	246